

Standard 5-6: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

5.6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

All concepts associated with the technological innovations that have changed daily life in the United States since the early 1990s are new for 5th grade students. Previously in the fifth grade, students explained how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone (5-3.1). They also identified prominent inventors and scientists of the period and summarized their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein (5-3.2). Fifth grade students summarized changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (5-4.1). Students summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.2).

In 7th grade, students will explain the significance and impact of the information, technology, and communication revolutions, including the role of television, satellites, computers, and the Internet (7-7.2). They will explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication (7-7.6).

In United States History, students will explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life (USHC-7.1). They will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5).

It is essential for students to know:

As technological advances are made, culture changes. The technological impact on the culture and daily lives of people is woven throughout history. Just as the introduction of radio in the 1920s and the prevalence of television in the 1950s impacted the daily life of Americans, so too did significant developments in **technology change the daily lives of Americans since the early 1990s**. Improvements in the area of computers, electronics, satellites, and global communication systems have changed the way that Americans communicate with one another and with others around the world. This worldwide and rapid communication has opened up avenues of trade that include services as well as faster trade in goods. This increasing global trade has had an impact on the American economy as Americans compete for jobs with others around the world. Some American industries have downsized as operations are moved to countries where labor costs are cheaper. This has severely impacted the daily lives of those who have lost jobs and status. Technological advances have also increased in the area of personal entertainment such as personal computers, the Internet, cellular phones, email, personal digital assistant (PDAs), digital music players (iPod/mp3), and satellite television and radio. Increasingly this has brought about cultural

conflict as some traditional cultures resist the encroachment of American values along American products and entertainment on their traditional societies.

It is not essential for students to know: This indicator does not require that students be able to identify any specific innovation by name or brand. The focus ought to be on the underlying concept of how new products and innovations have had a profound effect on peoples' lives.

Assessment guidelines:

Appropriate assessments would require students to **explain** how technological innovations have changed daily life in the United States since the early 1990s. Students should be able to **summarize** the cause and effect of these changes on individuals, as well as on American society and the economy in general. .

Appropriate assessments may also require students to **identify examples** of technological innovations of the post 1990 period and to **compare** the impact of these innovations with technological innovations of prior periods.